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ABSTRACT

Parent involvement is an important goal in the Behavior Analysis Follow Through Program. A major form of parent participation in the Behavior Analysis model is the employment of parents as teacher aides in the classrooms. Another way the link between parents and the school is maintained is to insure that parents are informed of their children's progress. Parents of each child receive monthly progress reports as part of a standard and regular reporting system used to keep everyone informed of the children's progress. Parents have an opportunity to voice their opinions on the program in the Annual Consumer Evaluation. This is a questionnaire administered to parents, teachers, administrators, and students every spring to gather information about the local acceptance of the program's performance and to indicate areas in which the Behavior Analysis program needs further modification and refinement. The most direct mechanism that Follow Through parents have to influence school policy is the Policy Advisory Committee (PAC). The Parent Involvement Progress Record has been developed to help PAC Chairmen and Parent Coordinators to set goals, summarize parent involvement activities at the local site, and assess progress toward those goals. A new monitoring system will be initiated during the 1979-80 school year to document the training and employment opportunities generated for parents by the Behavior Analysis programs. (JMB)

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SESSION # 16.07

EVALUATING PARENT INVOLVEMENT IN THE BEHAVIOR ANALYSIS MODEL

Vivian Fueyo, Eugene A. Ramp, and Don Bushell, Jr.

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One of the major program goals of Behavior Analysis Follow Through is the active involvement of parents in the education of their children. Parent participation means that parents have specific teaching roles in the classroom--they are part of the action, not observers. Parent participation means the creation of a working partnership with professional teachers so each can bring their special talents and perspectives to the classroom.

Many considerations contributed to the staffing pattern developed for Behavior Analysis classrooms. First, because effective instruction requires frequent opportunities to respond, it seemed desirable to provide for small-group instruction and individual tutoring by adding more teachers. Second, the active involvement of the parents in the program was considered essential in the federal guidelines of the program.

Politically, it was clear from the outset that the informed support of the children's parents was to be vital. Because of Follow Through's funding within the Economic Opportunity Act, a parent group known as the Policy Advisory Committee (PAC) had an important advise-and-consent function in program affairs.

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The form of parent participation adopted in the Behavior Analysis model, however, was influenced as much by social, cultural, and educational as by political considerations. Before 1968, a form of the Behavior Analysis program had been applied in the Juniper Garden Parent Cooperative Preschool, a Head Start Research and Demonstration Project in Kansas City, Kansas. The Coop program was singular in that it was

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staffed and operated by the parents of the children who attended. The success of that project demonstrated that parents could be very effective teachers, and also offered encouragement that the program's impact may have been expanded because the parents extended their classroom teaching skills into the home.

For these reasons, the Behavior Analysis program created teaching positions for the parents as aides in each classroom. The specific objectives of this procedure were 1) to develop a clientele that was well informed about the program by virtue of direct classroom participation in it, 2) to make the teachers more responsive to the community by bringing them into a direct working association with the parents, 3) to provide needed teaching positions within the economic limits of the program, and 4) to provide income and occupational training for the parents.

At the Northern Cheyenne Behavior Analysis site, parent employment in the classroom has tripled since 1968. The population at Northern Cheyenne is 99% Cheyenne Indian and the ratio of Indian to Non-Indian staff in Follow Through has increased from 21% to 70% in 1974, with 64% Indian parents employed during 1976.

Figure 1 About Here

In addition to parents as classroom instructors, academic progress monitoring is a key component of the Behavior Analysis model. A major program goal is grade level achievement for the children. To assure this, a careful progress monitoring system is essential. For each curriculum and grade level, the Behavior Analysis sponsor has determined a set of year-end placement goals. Goals are chosen that are high but

attainable and that meet grade level achievement. The amount of work that it takes to reach the year-end curriculum goal is broken down into steps, and daily page targets to meet the goal are generated by a computer. The amount of work needed to meet that goal is adjusted regularly, based on the child's weekly progress.

Given the critical role of the teacher in the academic progress of the children, resources to support academic progress are also important. A standard and regular reporting system is used to keep everyone informed of the progress of the children. The parents of each child receive monthly progress reports to insure their informed awareness. The sole purpose is to provide a standard set of information on a regular basis, that allows educators and parents to assess the impact of their decisions on the academic performance of each pupil.

Figure 2 About Here

The Behavior Analysis program also has several quality control systems. Quality control works two ways: performance of the sponsoring organization needs to be effectively controlled by the parents and educators it serves. Every spring an Annual Consumer Evaluation is conducted. This is a questionnaire administered to parents, teachers, administrators, and students to gather information about the local acceptance of the program's performance and to indicate areas where the Behavior Analysis program needs further modification and refinement. The questionnaires are brief rating scales allowing each respondent to indicate his or her approval or disapproval of program practices and also to provide the opportunity to make specific recommendations.

Figure 3 About Here

Data from the parents' responses for every Behavior Analysis site and from 1974 to 1978 where data were obtainable are presented. Cumulative responses to all questions by all parents are summarized in the figures, and with only a single exception for the for the Northern Cheyenne parents in 1976, the parents' responses have been at 80% or higher. The categories of questions summarized, ask about the parents' satisfaction with: 1) the education provided by the program, 2) the communication with the teaching staff, 3) the program's goal of basic skills instruction, 4) the cost of the program, 5) their child's happiness in school, and 6) their influence over school policy.

The most direct mechanism that Follow Through parents have to influence school policy is the Policy Advisory Committee (PAC). Parent decision-making in the PAC can have great impact on policies in the school. PAC members who are active in decision-making have much greater influence over policy than those members who simply attend meetings and participate in discussions. For example, the increase of decision-making actions in the PAC at Northern Cheyenne has increased from 15% in 1969 to 80% in 1978. The Northern Cheyenne PAC has been responsible for the removal of unsatisfactory program staff, the adoption of new curriculum, and the support of yearly achievement testing in spite of funding cuts.

Figure 4 About Here

The support of parent involvement in the Behavior Analysis program is an ongoing function, because efforts to maintain parent involvement

are needed in all areas of the program. One monitoring system that has

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Figure 5 About Here

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been developed to help the parents monitor their progress in each of the program areas (shown by the pyramid) is the Parent Involvement Progress Record (Birkimer & Brown, 1978). This record is in the form of a chart that allows PAC Chairmen and Parent Coordinators to set goals, summarize parent involvement activities at the local site, and assess progress toward those goals. Interim goal assessment also permits modification of the procedures being used to reach the yearly goals or modifications of the goals themselves. During the current school year, these data are being collected at three of our sites. The goals for the coming year are to implement this data collection system in all 15 of our Behavior Analysis projects.

A new system will be initiated during the 1979-80 school year to document the training and employment opportunities generated for parents by the Behavior Analysis program. Data for this system will consist of individual parent employment cards completed by each project's Parent Coordinator and mailed to The University of Kansas at the end of each calendar month. Each card will, for each parent, identify the parent's relationship to a child or children enrolled in the program; indicate the amount of training received; number of hours employed; rate of pay; type of position; and hours of uncompensated volunteer time.

Monthly, semi-annual and annual reports will summarize, for each project, the number of different parents employed in each type of position; the number of different parents completing training during the

month; number of parents employed by the program for the first time; and the total amount spent by the project to employ parents.

In Behavior Analysis we have learned from experience that parent involvement is critical in the education of children. The PAC in our Bronx, New York site has taught us how far the benefits of parent involvement can really go. At the parents request, we are beginning a systematic follow-up program to locate Behavior Analysis Follow Through graduates and put them in touch with college admissions and recruiting officers, and attempt to set up a Behavior Analysis scholarship fund to encourage and facilitate attendance. In the Bronx, there are 50 Follow Through graduates that will be high school seniors in 1979-80. This group will serve as the pilot.

Parents in Behavior Analysis Follow Through have taught thousands of students, sought employment in the program, actively participated in program policy and decision-making, and supported the education of their children. We have some of the data we need to evaluate the real effects of parent involvement in the program, but the longer we work with our parents the more we learn about how much they have enriched the program and all our lives; and that we still have a lot to learn.

Figures

1. Indian and Non-Indian staffing in Northern Cheyenne both before and during Follow Through

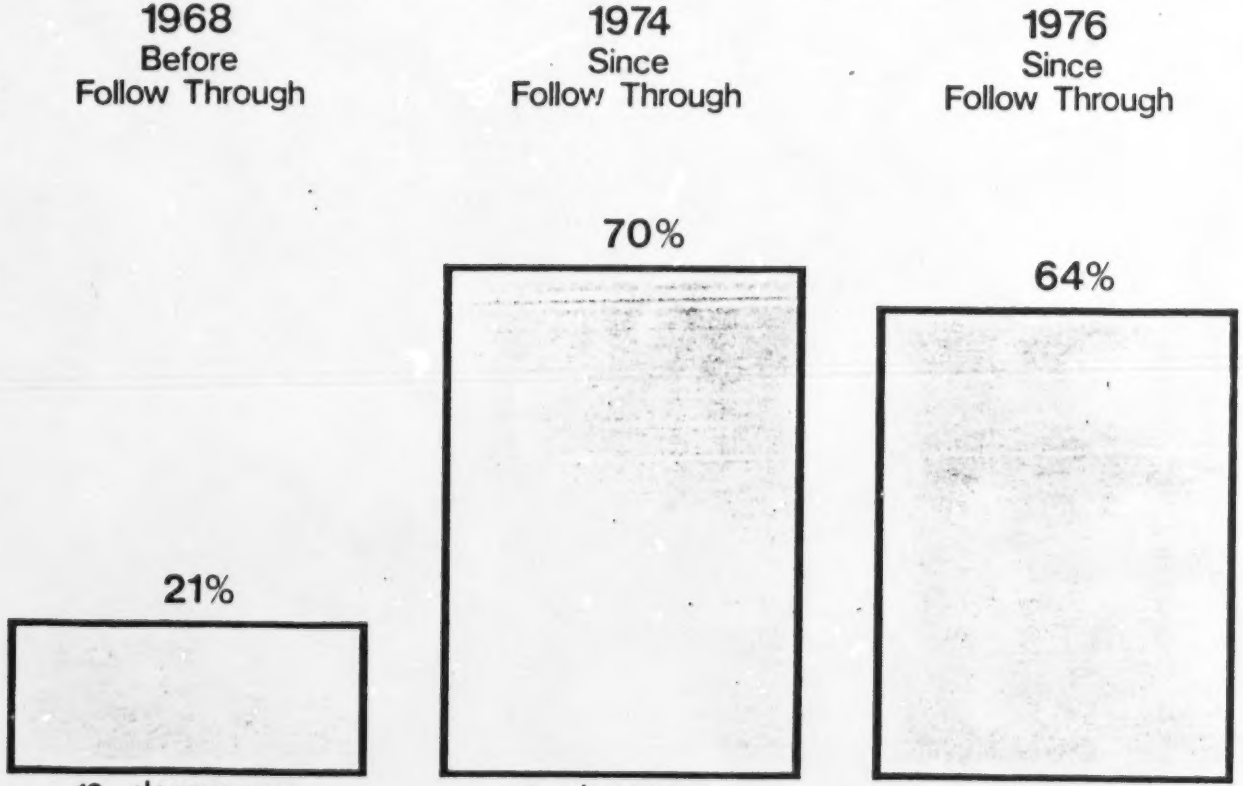
2. Monthly Personal Progress Record

3. Annual Consumer Evaluation Data for all Behavior Analysis sites from 1974-1978.

4. PAC decision-making at Northern Cheyenne

5. Parent Involvement Pyramid.

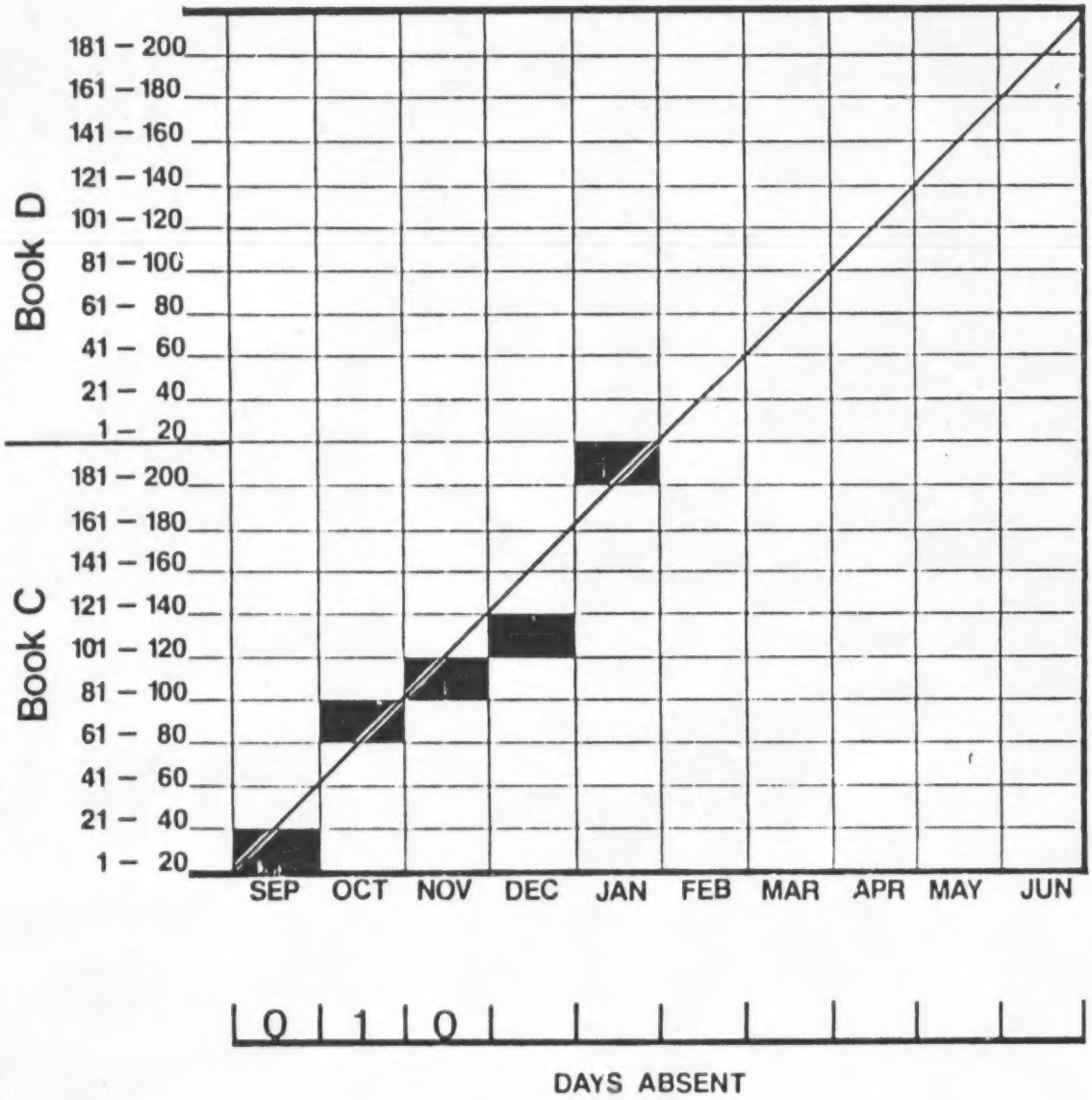
STAFFING: INDIAN AND NON-INDIAN



	1968 Before Follow Through	1974 Since Follow Through	1976 Since Follow Through
Total Staff:	19	64	55
Non-Indian:	15	19	20
Indian :	4	45	35

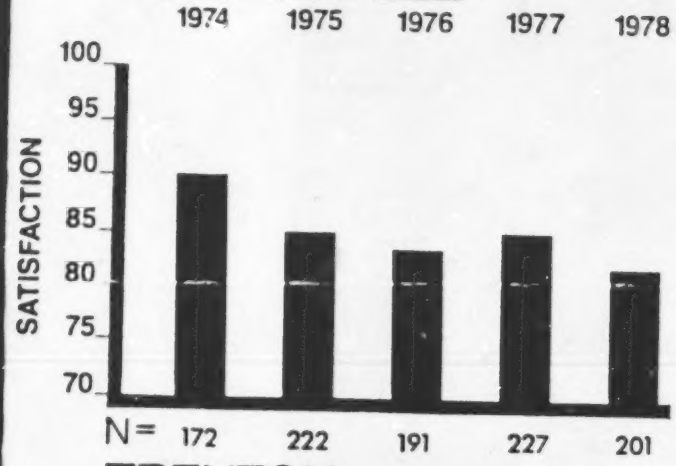
MONTHLY PERSONAL PROGRESS RECORD

Child Marsha Adams Teacher Mrs. Towney
Subject Reading Grade 2nd
School Hillside

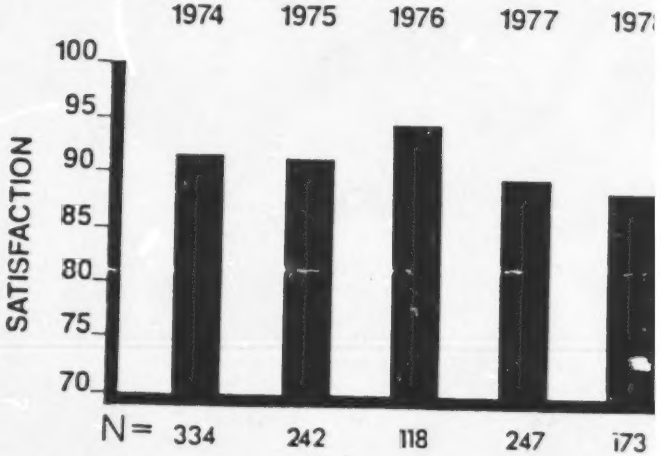


PARENTS :

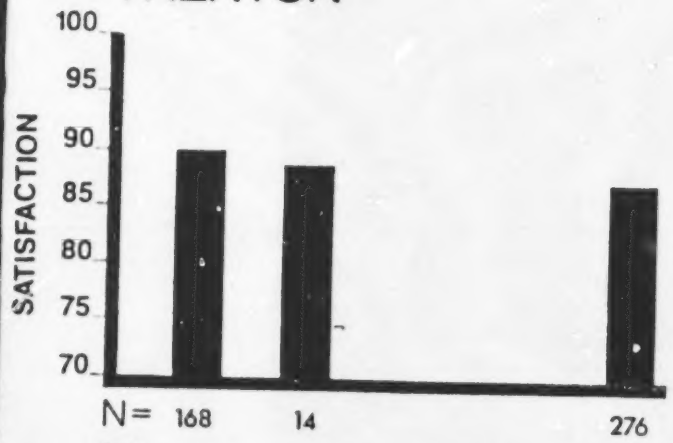
PORTAGEVILLE



WAUKEGAN



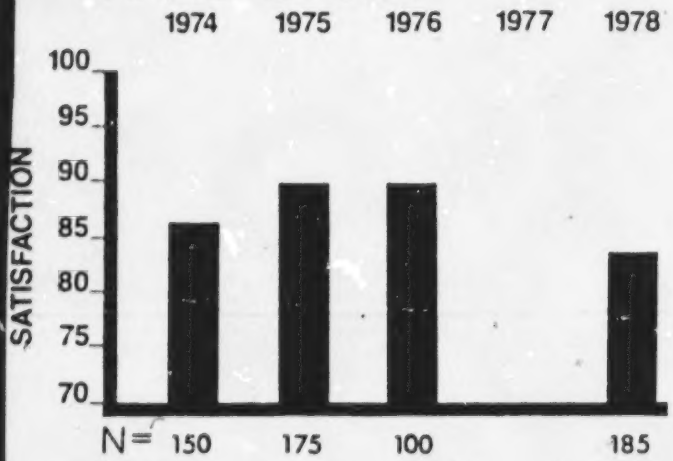
TRENTON



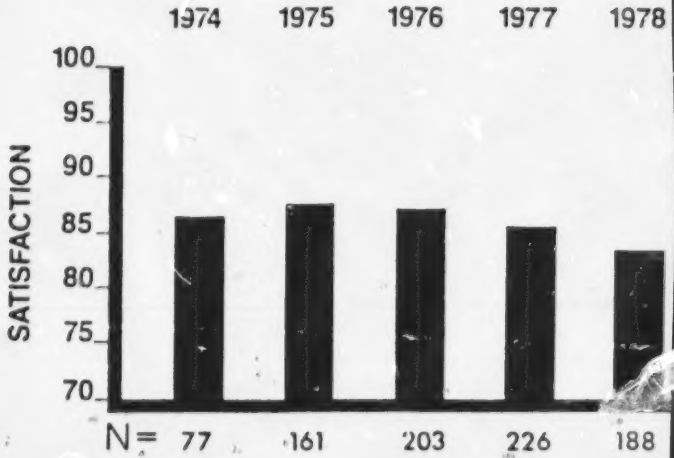
■ TOTAL PARENTS SCORE

PARENTS :

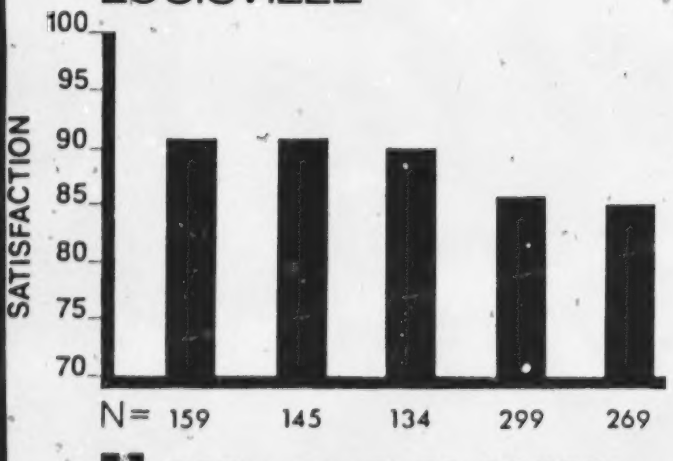
KANSAS CITY



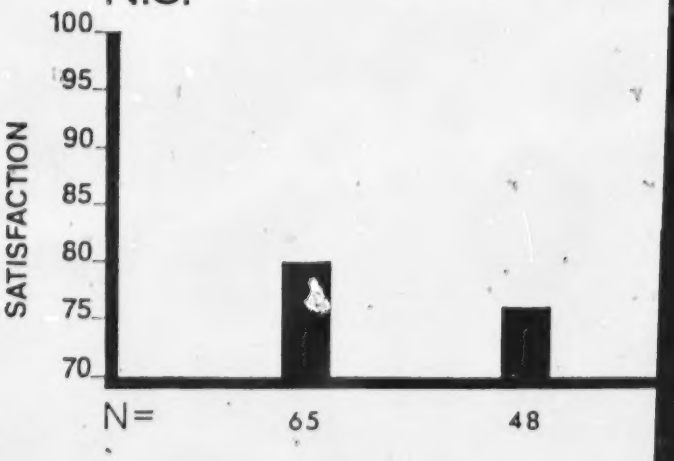
MOUNDS



LOUISVILLE

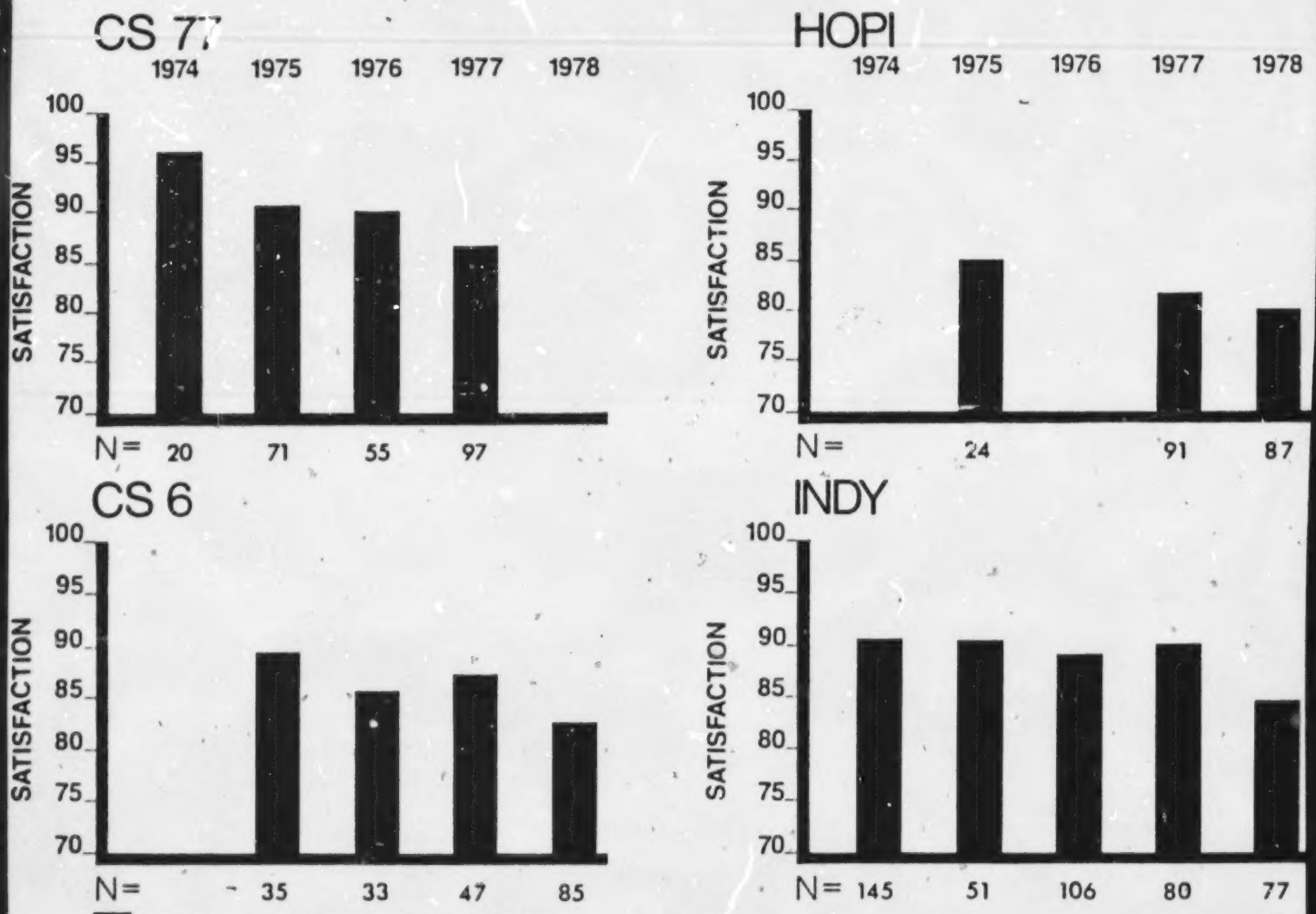


N.C.



TOTAL PARENTS SCORE

PARENTS :


CS 77
1974
1975
1976
1977
1978
100
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80
75
70
SATISFACTION
N= 20 71 55 97
HOPI
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70
SATISFACTION
N= 24 91 87
CS 6
100
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85
80
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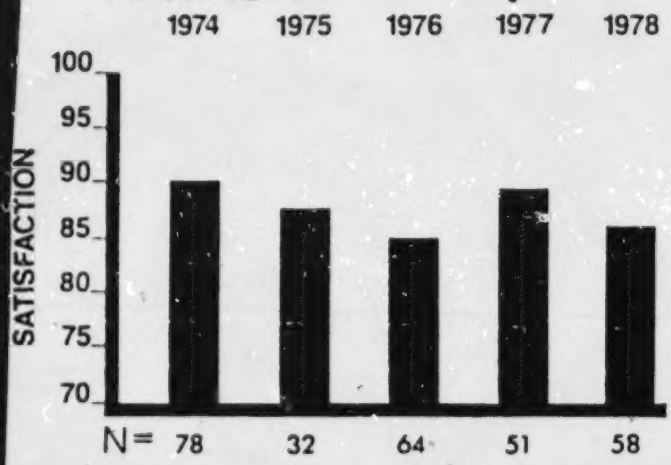
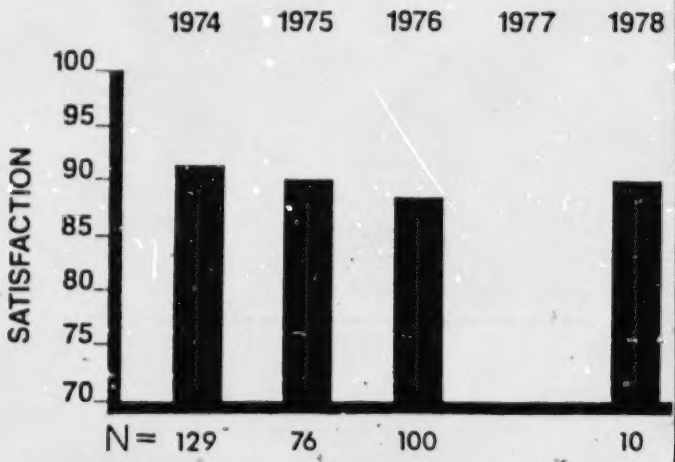
70
SATISFACTION
N= 35 33 47 85
INDY
100
95
90
85
80
75
70
SATISFACTION
N= 145 51 106 80 77
TOTAL PARENTS SCORE

PARENTS :

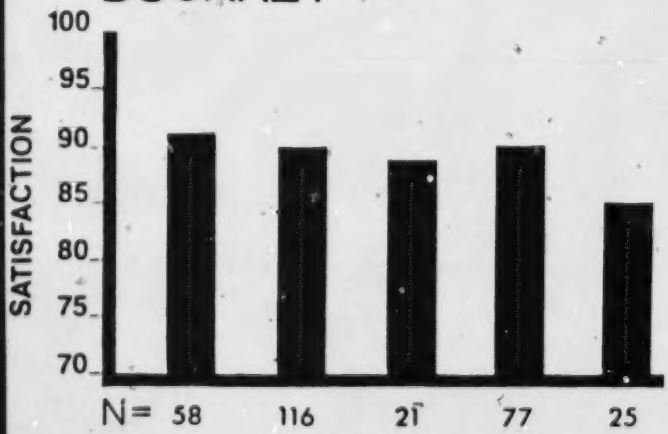
ARTHUR



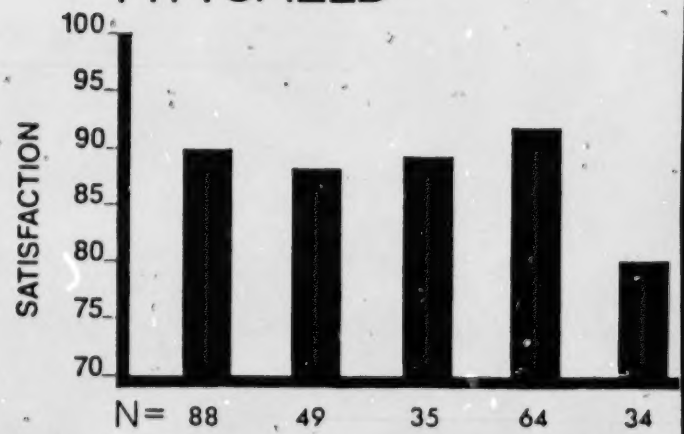
PRATT



DUCKREY

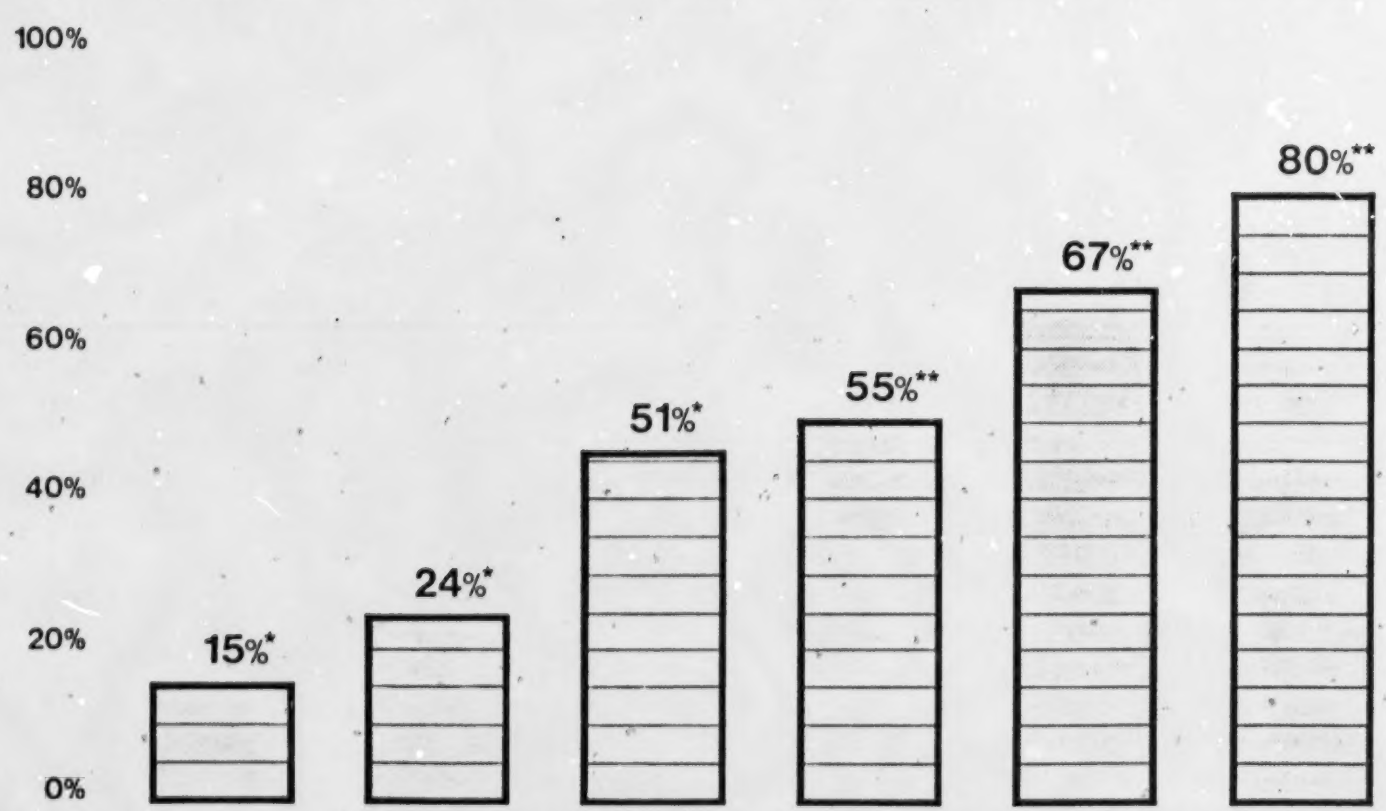


PITTSFIELD



TOTAL PARENTS SCORE

PAC DECISION-MAKING



	1969-70	1970-71	1971-72	1973-74	1975-76	1976-77
Total Topics:	40	33	39	163	165	235
Reports or Discussions Only:	34	25	19	74	55	48
Decision-Making Actions:	6	8	20	89	110	187

*Main PAC Only
**Main PAC and Local PAC's

PARENT INVOLVEMENT PYRAMID